



# PRESIDENT'S COUNCIL ON PHYSICAL FITNESS AND SPORTS

## ACTIVITIES TO PROMOTE FITNESS OF ELEMENTARY SCHOOL AGE CHILDREN

Education for fitness should begin in the home long before the child enters school. However, the elementary-school years are extremely important ones in the child's development, and it is essential that the school provide him with a sound physical education program, in which proper emphasis is given to physical fitness.

A person's values and habits begin taking form in the early years. During childhood, today not tomorrow, while the job of movement is "natural" and the primary values of life and concepts of self are being developed, this is the time to educate for fitness.

Recommendations for strengthening elementary school programs, including provisions for both a basic fitness-related program and a comprehensive health and physical education program are given in Youth Physical Fitness - Suggested Elements of a School-Centered Program (Blue Book).\*

The following suggestions and activity descriptions are presented to supplement those given in the Blue Book.

To make education for fitness meaningful, the reasons for its importance now and in the future should be taught; the components and methods of fitness should be stressed. Reasonable goals should be established so that all children may experience success.

Value, vigor and variety are three considerations in the planning of a purposeful program aimed at improving physical fitness. A well-rounded content of VALUABLE physical experiences, including activities that build endurance, strength and flexibility, as well as those that develop movement and sports skills should be planned. Activities that promote mental as well as physical VIGOR are also important factors for individual and team achievements and

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\* PCPFS Youth Physical Fitness - Suggested Elements of a School-Centered Program, Washington, D. C. 20402. U.S. Government Printing Office. Revised 1967. Price 40 cents.

are based on alert, appropriate responses of well-conditioned bodies. Because of the short attention span of children, VARIETY is essential. Moreover, through variations, learned skills can be related to other situations and uses.

Use the vibrant enthusiasm and energy of youth as teaching tools to the progressive development of health and fitness, and to building the foundations for learning the more refined skills of secondary school physical education.

Fitness for a lifetime must gain its major momentum in the elementary schools!

### Suggestions for Emphasizing Physical Fitness in Elementary Activities

#### 1. Exercise to music

The stimulation of working to music develops a rhythmic sensitivity, provides for continuous endurance work and specific exercise.

#### 2. Fitness Grouping

To provide for individual needs, use fitness tests to group a class. Each group works on exercises commensurate with their ability and needs, and allows for success for all.

#### 3. Dual stunts

Use dual stunts to stimulate interest in movement skills while developing physical fitness. Put some skills together for continuous exercise and fun. Put some to music.

#### 4. Ball Handling

Use of rhythm develops a relaxed feeling toward ball skills. Music helps develop coordination, timing, and provides continuous practice in repeating skills.

#### 5. Rope Jumping

Endurance, strength, rhythm and coordination are developed in rope jumping. For interest compose jump rope routines utilizing the skills being developed.

#### 6. Vigorous Rhythm Work

Folk dance is another kind of activity to teach agility, coordination and provide for endurance work. For elementary children, the more vigorous the more appealing the dance.



## Free Exercise Routine to Music

"With A Little Bit of Luck"

My Fair Lady album by Percy Faith - Columbia Records

Class in squad formation; verse and chorus type organization in the routine

### Verse 1

Position: Slight straddle stand, hands behind neck

Action: Two sidebends to left, two to the right; repeat this action a total of 10 times

### Chorus

Position: At attention

Action: Three jumping jacks; two, 2-footed jumps turning to right to face opposite direction ;  
Repeat this action 3 more times, end facing the front

### Verse 2

Position: Face obliquely to the left, bend forward from hips, arms in swan position at shoulder level, back is parallel to floor

Action: (1) 4 bounces in the above position 2 measures  
(2) Inchworm 4 "walks" forward on hands to push up 1 measure  
(3) Two slow push ups 2 measures  
(4) Inchworm 4 "walks" backward to original swan position 1 measure  
(5) 2 bounces in swan position

Repeat inchworm out, 2 push ups, inchworm back to swan position and bounce 4 times.

### Chorus - As above

### Verse 3

Position: At attention, ready to march, starting L foot

Action: March forward 8 and in reverse direction 8.  
Method: On count 7 step on L foot pivoting to R half way around, step forward on R foot on count 8 in this new direction. Repeat same action and count in this direction. Repeat forward and reverse marches.

### NO CHORUS

## Jump Rope Routine to Music

"Marklander"

The Folk Dancer MH 1051 B

Suggestion on Teaching Method: teach in terms of 5 skill groups for sequence memorization. Note: The rope turns twice for each measure on all skills.

### Skill Group 1

1. 8 two-footed jumps
2. 8 step-hop jumps, starting on L foot.

### Skill Group 2

1. 16 steps moving R (rope turns 8 times); first step in place on L foot, 2nd step to the side on R foot; the remainder of side-steps the L foot goes behind the R.
2. Same action moving L; R foot will go behind.

### Skill Group 3

1. 4 step-hops, starting L foot.
2. 3 side-hops, hitting rope on L side first; then R; then L; on count 4 open rope as it comes around overhead and jump to R foot. Repeat 1 and 2.

### Skill Group 4

1. Turn-around series. Two step-hops in place, starting L foot; Count 3 - hit rope to L side while turning to L half way around, Count 4 - jump rope on R foot. (Rope must always turn forward in this series, even though the jumper turns around).
2. Back is to audience. Two step-hops starting L foot; Count 3 - hit rope (turning forward remember) on same side as before  
Count 4 - jumper turns to L (away from rope) to complete a circle and jumps to R foot.  
Repeat the series.

### Skill Group 5

1. Every-other row moves forward or backward, as assigned, 8 step-hops.
2. Move back to place with 8 step-hops.

Repeat the routine through two more times.

Verse 4

- (1) March in place 4 steps, facing R oblique on fourth step
- (2) Count 1 - extend R leg and both hands forward  
Count 2 - lower body on L leg to a long sit position  
Count 3 and 4 - balance on "seat," knees to chest
- (3) Extend both legs up to a V-seat; bring knees to chest, every time legs go up it is a count. Do this 8 counts.  
On count 9, feet to R side; count 10, jump to squat; count 11 jump to stand.

## Exercise Routine to Music for Elementary Level

"March of the Cue Balls" - Henry Mancini

The Best of Mancini Album

RCA Victor - LSP 2693

### Part 1

- a. 8 jumping jacks
  - b. 8 quick stride jumps
- Repeat a. and b.

### Part 2

Do 4 jumping jacks to the "4 winds" (turn 1/4 turn to right on ct. 1 each time, a total of 4 times)

### Part 3

Cartwheel left using 4 slow counts  
Cartwheel right using 4 slow counts

Substitution: if unable to do cartwheel, repeat Part 2

### Part 4

- a. Face left oblique, left foot moves to wide straddle stand, bend from hips, back straight, arms in swan, do 4 bobs
  - b. 4 quick walks on hands to front support
  - c. 2 slow push-ups
  - d. 4 quick walks on hands back to straddle position, do 2 bobs
- Repeat b, c, d (omit a)

### Part 5

Face left 1/4 from original direction  
"Inchworm," hands doing 4 walks, then feet doing 4 walks up to hands. Do this a total of 3 times.

### Part 6

Crabwalk position, moving back to original position in this manner:

- a. 4 quick counts of crab walk
- b. Imitate a resting position by propping right foot on left knee counts 1 and 2; and left foot on right knee counts 3 and 4.

Do a. and b. a total of 4 times.



## Part 7

From crabwalk, lie on back, arms overhead on floor. Do a curl up; clap hands; touch toes; clap hands; slowly lie back down.  
Do this a total of 3 times.

## Part 8

Position: Hands clasped behind neck, legs straight, lift head and legs off floor (feet about 12 inches off floor)  
Bend right knee, tap right foot 4 times on left leg moving down from thigh to foot - thigh, knee, ankle, foot. Repeat with the left foot "tapping" down the right leg.  
Do this a total of 6 times.

To Stand do this: bend right knee beside extended left leg, roll back onto shoulders, "throw" extended leg down forcefully forward and roll to a stand on the right foot.

## Part 9

Do 4 jumping jacks to the "4 winds"  
4 more facing original direction to finish out the music

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A few suggestions on exercising to music:

1. Select music you all like. Music from stage plays, fun marches, novelty music like the Tijuana Brass or Baja Marimba Band are good.
2. Begin with exercises that are familiar to the pupils.
3. Repeat each exercise sufficiently so that each pupil can "get it" and develop an attitude of success. Not only as a part of a group, but as an individual who was able to accomplish what everyone else did. ("Hurray, I did it too!")
4. Music can be used to work on one area of the body too. In this case allow for sufficient repetitions of each exercise to achieve the desired development. Add variety by designing a few different ways to accomplish the same end.
5. Allow time for pupils to create their own exercises to music. Give specific assignments. This helps the teacher to determine whether pupils are developing knowledge and understanding of certain elements of physical fitness. Use fitness grouping if warranted by the range of abilities.

## Ball Work to Music

### "The Lonely Goatherd"

The Sound of Music album by Percy Faith - Columbia CS8215

#### Skill 1

- Dribble ball in front 4 times with right hand
- Dribble ball in front 4 times with left hand
- Dribble ball in front 2 times with right hand
- Dribble ball in front 2 times with left hand
- Dribble ball in front R, L, R, L, hands alternating

#### Skill 2

- A. In 4 R-hand dribbles, dribble ball as far to L as possible while standing in crouch position. Repeat to R using the left hand.
- B. Repeat all of A

#### Skill 3

- A. In 4 sliding side-steps and 4 dribbles with R hand, move to left. Same footwork moving to right, dribbling with L hand.
- B. L foot leading, 4 slides forward, dribble with R hand; 4 slides back to place R foot leading, Dribble L hand.

#### Skill 4

- A. Bounce ball in front with both hands 4 times while arms circle on each bounce (2 measures for each bounce and catch).

#### Skill 5

- A. 4 tosses of ball from hand to hand, start ball in R hand, toss to L hand; 3 dribble with R hand, on ct. 4 catch ball in L hand
- B. 4 tosses ball beginning in L hand and toss to R; 3 dribbles L hand, catch ball in R hand on ct. 4.

#### Skill 6

- A. Dribble ball to R side with R hand 4 times, on the 4th dribble kick R foot over ball, foot moving from inside to outside
- B. Same Action to the L side
- C. Repeat A and B

#### Skill 7

- A. Dribble in front, R hand, 3 times, clap hands once under ball and catch on 4.
- B. Repeat 3 more times.

#### Skill 8

- A. Repeat Skill 1.



## Brief on "Toe-Knee-Chest-Nut"

Everyone sings while performing action:

Tune: "Sailing, Sailing"

"Toe-Knee-Chest-Nut

Just got back from the front

He shoulders his arms

to face defeat ---

Hip, hip, hooray!"

Action:

Line 1

"Toe-Knee-Chest-Nut"

Begin standing position.

Touch toes, knees, chest and head.

Line 2

"Just got back from the front"

Basketball pivot on left foot;

step forward on right foot and extend

right arm forward; pivot to left

extending right foot and arm to the

rear; continue left to original place.

Line 3

"He shoulders his arms"

Facing forward extend arms to side

shoulder level and execute 4 small

backward arm circles.

Line 4

"To face defeat"

Bend forward, 90° angle, putting hands

on either side of face on the word "face;"

touch feet on the word "defeat."

Line 5

"Hip, hip, hooray!"

Leap to right side on right foot and

hit right hip on the first "hip;"

repeat this action to the left on second

"hip;" leap back to center, good posture

and extend right arm straight upward on

the word "hooray."

## Dual-Stunt Routine to Music

Music: "Portugese Washerwoman"  
Album: Baja Marimba Band, "Watch Out" A&M Records SP 4118

### Part I

Position: Wheelbarrow. Partner No. 2 is holding No. 1's feet. No. 1 is supported by hands.

Action: 4 walks forward on hands by No. 1, followed by 2 push ups.  
Repeat.

### Part II

Position: Same as Part 1.

Action: 4 counts of (No. 1 assisted by No. 2) pulling hips overhead to pike position. 4 counts of swiveling hips back to wheelbarrow position.  
Repeat.

### Part III

Position: Same as Part II.

Action: Pike and forward roll. No. 1 pikes, tucks head and lowers body in forward roll. No. 2 puts No. 1's ankles together and guides ankles releasing after roll is begun.

### Part IV

Position: Chinese Get Up

Action: Partner No. 2 quickly turns around, sits back to back and joins elbows with partner. Both bend knees, place feet flat on floor, close to body and simultaneously push upward against each other's back to stand.  
Do this 2 more times.

### Part V

Position: Rocker

To get a rocker position, release elbows, assume tuck position, balancing on seat, twirl to right to face partner, sit on each other's feet, grasp partner's upper arms.

Action: Maintaining this small ball position, partner No. 1 (with No. 2 following) rocks backward to the floor; then partners rock in No. 2's direction; rock once more toward No. 1's direction.

#### Part VI

Position: Partner Leg Extensions

Balance on seat, hold partner's hands, keep back straight and put feet against partner's feet.

Action: Extend foot that is closest to back of room; extend the other foot; extend both feet 3 slow counts, lower feet on count 4. Repeat 2 more times.

Stand. Do so by No. 1 putting feet on top of No. 2's feet. Pulling on each other's hands rise to stand.

#### Part VII

Position: Wheelbarrow

Partner No. 2 turns to R. and prepares for hand support wheelbarrow. No. 1 holds his feet.

Action: Repeat Parts I, II, III.

#### Part VIII

Position: Canoe

After partner No. 2 does forward roll, partner No. 1 quickly straddle sits close behind partner.

Action: Beginning with L. hip and L. hand, walk forward on hips, paddle same hand as moving hip a total of 7 times.

End position: Right hand extended straight overhead, L. Hand palm up extended sideward on count 8.